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# Minutes, January 27, 2016

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## **General Education Committee**

### **Meeting Minutes**

**January 27, 2016**

**Olin 304**

**Members present:** Kaylynn Burke (SGA), Lendol Calder, Imran Farooqi, Nathan Frank, Brian Katz (Chair), Jeff Ratliff-Crain, Chris Marme, Mamata Marme, Kelvin Mason, Cole Neder (SGA), Jamie Nordling, Lisa Seidlitz, Rachel Weiss

Absent: Rob Elflin, Sarah McDowell

#### **I. MINUTES**

Motion- “to approve the minutes of the January 13th meeting as submitted” (Nordling; Burke).

Discussion was opened. No changes or clarifications.

**MOTION PASSED TO APPROVE THE MINUTES OF THE JANUARY 13TH MEETING AS SUBMITTED.**

#### **II. NEW BUSINESS**

##### **New Course Approvals**

1. CSC-121-AP Q (1 file + links); this is for AP Computer Science Principles, which will get credit for CSC-121, which carries a Q.

**MOTION to approve AP for CSCI-121 Q credit—(Seidlitz; Burke)**

CSCI AP discussion—Katz noted that the Gen Ed Committee did some kind of review of AP courses for core curriculum requirements in the past. So reviewing this is consistent, although the previous were mostly handled as a group.

Consider email from CS/Math, which includes justification with language matching the Q proposal form, as proposal.

The competencies related to the Q are readily included in the AP course. Needs to meet criteria with AP test

**VOTE: MOTION to approve AP for CSCI-121 Q credit Passes**

#### **III. Continuing Business**

1. Towards a more shared and explicit vision of the core curriculum (1 file) Thinking about the future—

Gen Ed Committee has been working on shared vision (see document)—summarized from earlier discussions. 1) the ‘hooks’, and a 3 point concise summary. The committee reviewed the language in the document to assess the wording—does this capture an honest representation? (Summary at the end of the document:

Summary: An Augustana Liberal Arts education prepares students for a meaningful life of leadership and service in a diverse and changing world by

1. focusing on the development of intellectual sophistication, interpersonal maturity, intrapersonal conviction, and their component skills,
2. integrating these skills to reach larger outcomes, such as flexibility, creativity, empathy, and engaged citizenship, and
3. seeking perspective on big questions in preparation for a life well lived.

Discussion ensued—

- Faculty-focused input for the document; missing input views of students and alumni (how fit)
- Even *if* measurable, focus on the measurable may push us away from the goals. So, may need to acknowledge beyond the assessable/measureable. And need to recognize that sum of pieces is not the same as meeting a goal.
- This is not all the goals. – both systematically, but also individually what they bring.
- Key concept: preparing to be engaged citizens—if so, then you have the components listed (not engaged if do not have flexibility, creativity, and/or empathy)—so could combine 2 and 3.
- “life well lived”—is introspective as opposed to living well within context (meaningful life).
- Feels wordy, dense.
- Focus on “why” instead of “what”: Differentiation between content (e.g., memorization)—going beyond labeling alone (e.g., connecting the dots and why important); not just what to think, but how (means for).
- How is the summary 1, 2 or 3 things: Why separate? (there’s overlap (skills in 1 and 2). Perhaps frame as, “These specific skills are for...”
- Competencies, dispositions, to achieve what—education: answers to questions; liberal education, determining what questions worth asking. (And contribution from others).
- Need a visual: Conceptualize as arrows leading from to next rather than next as a list----
- Prepares to be better worker, citizen, better you, and good for own sake. Best you can be; more interesting. (More than just ‘spending a little time everywhere’)
- Breadth/depth false dichotomy—opportunity for depth by combining and using perspectives to explore others.

- “seeking perspectives on big questions in preparation for life well lived”—turn around—will have life well lived because... could be wrong, but that’s o.k. A life well-lived because we seek our own big questions and their answers.
- LA involves a process—to join a conversation about the questions that are important (a never-ending one through different perspectives)—as a means toward pursuing a meaningful life.
- Do dispositions lead to material change in how you act?
- What you’re *doing* and *why*.
- (Note that we’re not just manipulating/working with cognitive knowledge, but also motivation and will.) Is that emotional state captured under dispositions?
- Greeks have two words to describe--- *humanitas* (training for orators, the wisdom of the gods) and *techna* (cunning of the fox—the skills)— the first, the big questions, working toward a mix of these.
- Development: teaching moral behavior—the difference in internalizing or not – dispositions reflect some sense of internalization. Believing in it to tune out to the world
- Desire (better) things, be equipped to get, and engaged in the discussions around what those are [dispositions, competencies, process]—seeing as recursive process.
  - Instilling a desire and having tools, being able to modify or change—not carved in stone—what’s accepted, what fits. (questioning—putting last—ultimate goal)
- Audience?? For more than faculty—elevator talk to parents, students—how explain. FROM THAT, provides guide for how to proceed.
- Universal audience? Challenge is in the deeper definitions and connections to other things.
- Values and dispositions— Leadership
- Mapping these onto learning outcomes? Able to split into categories?
- Change the will, be equipped (SLO), be engaged in the process--- the emerging person who is able to recognize and work with
- In own fashion, based on what has resonated with you – including visual elements if available—to revise this.
- How connects to students.

Sub mitted by,

Jeff Ratliff-Crain